

# Principal Support of BTs Ratings

## 2014 Beginning Teacher Conference

ID	PSBTR	% Responded	% of Responses
<b>1 Count</b>	2	1.8%	2.0%
<b>2 Count</b>	11	9.6%	11.2%
<b>3 Count</b>	32	28.1%	32.7%
<b>4 Count</b>	30	26.3%	30.6%
<b>5 Count</b>	23	20.2%	23.5%
<b>NR Count</b>	16	14.0%	----
<b>Grand Count</b>	114	100.0%	100.0%

# Principal BT Support Results from 2014 Conference BTs

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
1	5	She makes sure that I have the tools and information to become an excellent teacher. Mrs. Byrd is an example in that her #9 goal is educating her students.	Allowing quality time because of her heavy schedule	She provides us with what we need to succeed
2	NR			
3	3	Open door policy where I can com to her with questions, concerns, etc.	Inconsistency with disciplinary standards -- doesn't carry out the rules/ procedures we are supposed to carry out as teachers	<ul style="list-style-type: none"> <li>- Proper introduction to school/ procedures/ etc.</li> <li>- Create less threatening school environment (she has been doing better with this -- keep it up!)</li> <li>- Greater math content support</li> </ul>
4	4	Always makes me feel valued and cared about as an individual, checks on me, encourages me, has confidence in me.	Information is not always communicated clearly or in a timely manner.	<ul style="list-style-type: none"> <li>- When we first arrive, show them/us around the school and explain what is available to us and how things works systematically.</li> <li>- Give us time to observe other teachers in our school.</li> </ul>
5	3	He has been very welcoming and is open/flexible	<ul style="list-style-type: none"> <li>- More structure</li> <li>- More consistency</li> <li>- Do things in advance and not so last minute, especially since so many things are new.</li> </ul>	Reduce the amount of outside expectations and additional work outside of lesson plans and normative teacher expectations.
6	2	Instructional support, interacting in a friendly and welcoming manner	-undercut authority in front of students, failure to back up with discipline, failure to inform me of obligations in a timely fashion	<ul style="list-style-type: none"> <li>- More instructional support</li> <li>- More consistent discipline</li> <li>- Creation of a supportive and cohesive school climate</li> </ul>
7	4	My principal always asks how things are going and if she can do anything for me to let her know. It is nice to know my principal is there for support.		More information about the procedures of the school; such as what to do during a lock-down, fire drill, tornado etc..

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
8	4	Any questions I have, they are answered. Always available to talk and give advice/tips when needed		"Conference" when beginning job at school. It would be beneficial to thoroughly know and understand expectations.
9	NR		Nothing	Visit, give ideas, suggestions
10	3	Promote rigor by bringing in a great professional development presenter and advocate for teachers.	Needs to open up to a variety of new ideas and be more encouraging. Listen to feedback from everyone, be flexible, and approachable.	Assist positively for new teachers on ways to deal with classroom management and ways to increase teacher retention so teacher turnover doesn't continue to rise. Be more approachable and positive!!!
11	3	My principal provides feedback from the observations in a timely manner. She also has a supportive, approachable attitude. I feel like she is available to talk whenever. I also like the fact that she is very organized and professional in all she does.	My principal tends to constantly point out things that I am doing wrong and does not give enough positive feedback. Also, occasionally she tends to uphold the student's position on a referral too much, but has gotten better towards the end of the year about handling classroom management issues.	From time to time, encourage teachers and try to build them up rather than tear down. It's almost as if we never get anything besides a to-do list from her.
12	3	My principal is flexible and open. He also provides encouragement and is very supportive.	Does not assist behavioral issues well. Students are given too many chances and behavior does not change.	Less emphasis on "data." Too much is put into data that no other information is given on strategies to implement and strategies for classroom management.
13	3	He is very flexible and willing to try new things. He is very open to discussions and is easy to talk to.	Does not assist with behavior issues effectively. When a child gets sent to the office they are allowed to play and enjoy going to his office.	More cooperative planning time to discuss issues as new teachers.
14	3		Does not visit classroom to support teaching	
15	4	As a new teacher in the school system, I feel that my principal has made me feel very comfortable and I feel like my administrators really want me to be at school.	Discipline for students.	Discipline should be consistent.
16	NR	No response		

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
17	2	Chances to go to PD	Not a lot of feedback from evals and little support in discipline / behavior	
18	3		Letting me grow to be the teacher I want to be. Support with discipline problems.	
19	NR	No response		
20	1	He follows through when I send a referral to the office.	He does not allow time for his beginning teachers to observe their mentors.	Create more of a team aspect for all teachers
21	3	Our AP ... periodically comes into my classroom to give me constructive feedback. He also runs our "Rookie Meeting" 2 x a month.		A little bit more feedback
22	5	She is awesome. She encourages her teachers to get further training and going to workshops so that they can teach kids to be successful.	I have no complaints	I have no complaints
23	NR	No response		
24	5	The principal is very supportive in attending workshops and conferences to gain knowledge that will help you become a better teacher during your first year.	I am paired with instructional support that is not very supportive and try to work against me in everything I do. She has made my first year very difficult with her negative behavior and lack of work.	If the teacher needs to have an assistant he/she needs to be paired with an instructional assistant that will support and work with them and not against them.
25	3	I'm unsure how we are differentiated from veteran teachers, but she seems nice.	A "you're wrong" approach when there's been a lack of communication to begin with.	Go out of his way to talk with us about specific issues.
26	3	- provides resources - listens to BT feedback and encourage BTs to come up with solutions	Harsh words, discouraging / punitive attitude (personal preference)	
27	NR	No response		
28	NR	No response		
29	NR	N/A		

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
30	NR	(Not a BT)		-Provide time for collaboration -provide resources -provide reedback from teacher observation and suggestions for improvement
31	4	Patience. My principal is very patient with me as I learn more bout my role in my building. I fee very blessed to be in a supportive work environment!	I have a lot of after school commitments throughout the week. I frequently stay after school until 5:30 - 6:00 just sitting in or running IEP, School Improvement, faculty meetings, and PLCs.	I need more time to work on paperwork/ prepping in my classroom. Having IEP meetings during the day would help me :-)
32	3	Overall she has been encouraging	At time she is disengaged with what's going on with the school and the classroom	Consistent positive criticism, encouragement, and support the new teachers throughout the school.
33	5	My principal supports her teachers by sending them to trainings. In school we collaborate with each other. PLCs are good time to learn information, etc.	Monitor/ make regular teachers understand more the {???} of co-teaching.	Let teachers share when coming back to school. Implement! Implement!
34	3	My principal is most supportive in allowing me to attend workshops that will increase student achievement in the classroom and tests.	My principal is least supportive when giving multiple task/projects as a beginning teacher.	List to what I am able to do with my limited time when wanting to do additional tasks.
35	4	-he tells me I'm doing a great job -he has asked what he can do to make things better for me specifically -He always takes time for me when I show that I need his help / guidance	He knows I'm doing well and says so, so I assume it should be a compliment that he doesn't ever visit my room -- but he never visits my room during class time. The one and only time he has ever been to my room while I was teaching with students present was when he was touring some "high and mighty" person around the school, and they were in my class for about 3 minutes. This is least supportive of me from my perspective because I would want his mutual critique and suggestion for how to improve what he is trying to [???] school-wide.	I'm not sure. I haven't had a negative experience with the administration (him included (personally)) since I started a year ago. Maybe add a more routine "check-up" [???] (maybe something monthly) just to have "face time" with the boss to get feedback on certain things ...
36	5	More feedback in all areas	N/A	N/A

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
37	3	Offers collaboration efforts. Observations, allows us to use our ideas	Have daily conversation Really listen to concerns General communication	Be present so that she can see what we learned. Be open-minded to change, allow BTs to have an opinion.
38	4	My principal acts more of a mentor than my actual mentor. It's good to know she has an open-door policy.	My problem would be her belief in my abilities. She sometimes doesn't think I need the help that I ask for and it becomes challenging	Understand that we are learners too. We didn't come into this knowing everything.
39	3	Sends beginning Teachers to conferences and workshops and sets us up with a mentor	Does not check to see if we need help or if he/she could be of any assistance as often as needed	Have real serious conversations about abilities/capabilities, knowledge of particular areas. Try to give support to improve those areas of difficulty or unsureness
40	2	Nothing really, unfortunately.	Seems to give up easily on me, knowing I am a new teacher yet was expected to be a pro at a lot of aspects of teaching (classroom management, etc.); plus she went saying I did not take in suggestions for improvement when I did. Now I am facing non-renewal.	If she want to put someone on an action plan, be reasonable about when to do it.
41	3	She is very easy to talk to and offers good solutions to problems.	It is very hard to find a down time in their busy schedule to hold a conference or a meeting.	Maybe have certain scheduled times to meet with all beginning teachers!
42	4	When I am feeling like I'm doing a very poor job, she reminds me of all I have accomplished since starting.	Having a lack of consistency/ follow-up. There are times it almost seems as though the teachers in my school have too much say in procedures: if they don't agree with a procedure, they often ignore it without consequences; or they argue against it when it is presented and the idea id dropped.	
43	4	Allows me to go on PD with other teachers to keep me learning Stops by my room and is encouraging		Play a more active role in new teacher "stuff," Know what is going on with new teachers.
44	4	My principal is always available no matter what is going on. If for some reason he is not, he makes sure that he gets back to me in a reasonable time.	I would like to be informed of major changes as soon as possible.	

<b><u>ID</u></b>	<b><u>Rating</u></b>	<b><u>Most Supportive</u></b>	<b><u>Least Supportive</u></b>	<b><u>Suggestions to Improve BT Support</u></b>
45	2	If I find a PD to help with my curriculum or anything, he encourages me to apply.	Does not show appreciation and encouragement on the many things done right, but will highlight or address what is wrong.	Take more initiative and provide encouragement and support to new teachers and veterans teachers.
46	5	Send me to trainings/ workshops and give me a mentor. My supervisor also checks on me all the time to see if I'm OK and make a follow-up of my strengths and weaknesses.	None	Call and have a conference once a month.
47	4	My principal tries to make herself available for questions. She is understanding of the good/ bad days you have as a first year teacher.	I have a lot of extra curricular responsibilities and they just keep on coming.	I think that as long as she stays open and honest she is doing really well.
48	4	Provides support during the school year.	Explain all information thoroughly	N/A
49	4	Our principal provides incentives and resources to encourage and support us in difficult times and to reward us for our hard work. Our principal is also open to conversations and is open to our ideas to improve working conditions	Our principal sometimes makes us work a little too much or doesn't give us time to have a breather as more tasks and things to accomplish keeps getting added on each day.	Give us more planning and preparation time. Also have more support where new teachers gradually get more responsibilities instead of all at once.
50	5	Provides support for situations with parents and students.	Let students get off without penalties -- too many "warnings"	I think they do a great job of supporting us!
51	5	Allows me to attend plenty of workshops Allows me to learn/grow by trial and error so I can adjust my classroom techniques	N/A - Provides plenty of resources - Lunch & Learns - BT monthly meetings - BT coordinator - Admin	More collaborative days with department members.
52	4	Quickly reply to email me back.		Need to be more thorough explaining issues and being more proactive in checking on the BT -- not just walk-ins but having actually conversations with is. We have a great mentor support coach!

<b>ID</b>	<b>Rating</b>	<b><u>Most Supportive</u></b>	<b><u>Least Supportive</u></b>	<b><u>Suggestions to Improve BT Support</u></b>
53	5	My principal is great! - provide resources (ample) - provides time to observe other teachers within the school day. - "Her door is always open" -- says it all the time.	Expects me to know everything that veteran teachers know.	Provide more mini -sessions to learn how to more effectively use in class, and behavior management technique!
54	3	Giving constructive feedback	Not a lot of opportunities to watch other teach	Encourage more collaboration
55	4	Provides support all around and provides an open door policy. She makes me feel at home and I can come to her with an issue.	Fully explain how to utilize assessment tools/ programs and expectations.	Provide more professional development on assessment tools, resources, procedures, and expectation of the school.
56	5	She listens to my issues and does her best to give me suggestions that will help.	Sometimes there is a difference of opinion and an authoritative decision gets made that I don't agree with.	Don't assume beginning teachers know the goings on/ way to do things at your school. Where they have experience at will be different in some ways. Double checking to make sure things are going smoothly will always be appreciated even if the subject of conversation is already know.
57	5	- Very easy to work with and talk to about any concerns I may have -- always has my back. - Visits my classroom frequently (brief walk-through)	Provide consistent feedback after visiting my classroom	
58	NR	No response		
59	4	She provides information and permissions to attend conferences and workshops. She goes around the classrooms to check and provide feedback about the instructional process.	She provides everything that is on her hands.	It would be good if she could give us more strategies to apply when we need to correct something. Generate more spaces in the school to teach and guide teachers. Observe other classrooms.
60	NR	N/A		



<b>ID</b>	<b>Rating</b>	<b><u>Most Supportive</u></b>	<b><u>Least Supportive</u></b>	<b><u>Suggestions to Improve BT Support</u></b>
61	5	<ul style="list-style-type: none"> <li>- She provides workshops with colleagues with her to success as teacher</li> <li>She is always on my side, telling me tips to do a great job.</li> <li>- Follows my processes, procedures and observes my class in order to change those spots into positive spots.</li> </ul>		<ul style="list-style-type: none"> <li>- Extra time at the beginning of the year to provide important information, tips beginning teachers need to organize the works.</li> <li>- Extra time (2 day conference only with beginning teachers).</li> </ul>
62	3	Gives good feedback on my teacher evaluation.	Real advice about how to take true steps necessary to improve.	More productive staff meetings that address real issues in the school. Dividing the leadership more effectively.
63	4	Allows me to go to professional development	He hasn't seen my classroom yet.	Be in the classroom more often. Communicate school policies better.
64	2	He will usually answer my specific questions we have in a timely manner.	He usually addresses the whole staff with issues and assumes everyone has the background knowledge, especially with district and state requirements.	Check in our classrooms more than 1-2 times a semester and explaining local requirements more.
65	2	Connects us with supportive mentors that strongly support us!	Rarely observes, cryptic feedback, infrequent support	Observe more frequently and follow through on claims, activities, and standards that we are held to.
66	3	He is always available to discuss any problems or positive occurrences. He is very welcoming and friendly.	<p>There seems to be a lack of organization. There were many aspects of my orientation that were left out and made the transition a bit difficult.</p> <p>I had to switch rooms soon after I finished setting my first one up. It took forever to get a key. Also, I didn't have key computer login access.</p>	There needs to be a better communication between administration and ALL teachers.
67	3	Providing a peer mentor.	Providing experiences for observations of veteran teachers.	Listen more actively to beginning teachers.
68	4	She gives me updates about what is going on in the school. She also helps me to keep up with things that I need to get done. We also have meetings just for beginning teachers.	I can't think of anything at this time.	

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
69	3	My principal sends me emails encouraging my work.	Sometimes my principal will correct me or something I'm doing in front of my students.	I think my principal should give us more time to collaborate and support each other.
70	4	Our principal provides a support group with monthly meetings to discuss concerns and strategies.	There is a lack of communication at our school in terms of expectations, procedures, schedules, etc. This was very discouraging and confusing as a beginning teacher. Most specifically class/ instruction time being compromised.	He needs to review the teacher's handbook and provide more mentorship/ initial professional development and training for his beginning teachers.
71	2		Feed back is not positive, need to stay consistent with request or information provided.	Start the year with a BT1 training on the school, the principal's expectations, where supplies and resources are located, etc.
72	5	Always makes herself available provides lots of feedback Shows that she supports and has faith in me	Too many meetings and lunch/ bus duty	
73	3	Open communication	All BT are treated the same -- should be different for BT1, 2, & 3	Support early on for BT1
74	2		Take our planning periods away for meeting and PDs	
75	NR	No response		
76	2	Held a meeting to get to know us at beginning of year	Extended absences, last minute communication	- Explain expectations more clearly - More time in BT classrooms - School-level/ county PD opportunities specific to teacher needs
77	3	My principal provided me with a very supportive mentor	My principal hasn't been around too much making it difficult to get consistent support from her.	Getting the BTs good mentors as soon as possible would help, also to keep us informed. It's easy to forget we're new and don't always know what's going on/ how things are run. Overall, she is easy to approach (when available) & eager to help.

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
78	5	Listen to my concerns	Follow-up and feedback for observations & walkthroughs	Specific meeting times for BT & mentors
79	3	Walk into class	No PLC	Have PD
80	3	Being reasonable and realistic with expectations	<ul style="list-style-type: none"> <li>- Being non-transparent about policies, decisions, school leadership choices</li> <li>- Unhelpful PLC               <ul style="list-style-type: none"> <li>-tends to have little helpful content</li> <li>-tends to be all theatrical</li> <li>-tends to not deal with or only briefly deal with crucial school-work issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Fix the problems listed above</li> <li>-Involve teachers more in school/ staff meetings</li> <li>-Fix the poisonous staff culture/ atmosphere</li> </ul>
81	4	Open door policy so you can go in to discuss things whenever you need to. Attends "Teacher Talk" sessions when she is able to which provides support.	Pulling us during planning so finding time to get things done.	Get together with new teachers maybe once a month to see how it is going/ concerns, etc.
82	3	Need to do more	Discipline (never back or support teachers)	More face-to-face communication
83	4	She is providing me with additional paper! I like when she held the teacher talk session at school & united all of the beginning teachers in the school & let us talk because it is not often we all get to meet as new teachers in the school because of our various schedules. That was one of the most fun teacher talks of the year.	She is often pulled away during our planning time by people from the main office so I am not able to talk to her face-to-face because people pull her from school to meet their needs so she is not able to be there for her teachers.	I would like to have her more available face-to-face.
84	5	Meeting with principal and discussing concerns.		
85	4	Weekly meetings		
86	4	My principal is very good about leaving the door open and letting me ask lots of questions.	She is trying, but I am not getting important supplies I need, like a printer. I ended up buying my own.	<p>I wish I had the ability and time to observe amazing teachers in my grade level at other schools.</p> <p>I think it would be helpful to have beginning teacher meetings with the principal and other new teachers.</p>

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
87	5	I see him daily and I know he will get me anything I need if I asked.	He is very busy.	
88	1	Refers us to our mentor from the state so she doesn't have to work harder	Barks orders at her staff and does not follow through with anything she asks us to do. She gives us attitude. We don't feel comfortable talking to her.	-Know what we are doing in our classroom. -Treat us with respect. -Learn the content we have to teach. -Be a LEADER
89	3	Checks up on you frequently/ asks questions Supports you in the aspect of being a part of his staff. Very supportive when you do address him with an issue (most of the time)	Needs to have small meetings with just first year teachers instead of just dropping in. He expects a lot out of us (ex: things we don not know, he expects us to know)	- He needs to be more understanding and approach us in kinder ways. He can be extremely blunt - He also needs to give us positives instead of only negatives so we feel appreciated and like we are going a good job
90	3	- He doesn't do anything. Me team and mentor have given me all of my support. - My principal is also new himself		Needs to specifically let BT's know how to get involved in the school and community, especially because most are moving to a new area and don't know the community well.
91	5	He is always available to hear me. He just doesn't listen to me, he hears me and helps me find solutions.	He is often available for private talks. Anytime I need to vent I can call/ email him.	My principal is very supportive.
92	4	Our principal does a good job of introducing us to school policies & procedures, & connecting us to other teachers that can assist is within our grade level and content area. He is approachable and provides a supportive work atmosphere. This goes a long way!	Occasionally there are things that are requirements/ meeting/ etc. that I do not find out about until the last minute. I* understand that sometimes things just come up. As a teacher doing everything for the first time, finding out that you have no planning time for that day when you arrive at school can be stressful.	
93	4	Easy to communicate with.	I would like to see my principal observing and interacting in my classroom a lot more	Come in the classroom more.
94	4	Continuously assess the technology that students are able to access	My principal is very supportive and I am saddened on his transfer	I think our school should have beginning teacher meetings on site, and district campuses as well.

<b><u>ID</u></b>	<b><u>Rating</u></b>	<b><u>Most Supportive</u></b>	<b><u>Least Supportive</u></b>	<b><u>Suggestions to Improve BT Support</u></b>
95	3	Checks in every once in a while to ask us how things are going. It's not much, but her workload is also outrageously busy.	Places a tremendous workload of things to do outside of lesson planning. I know it is for our benefit, but in our situation as a BT, it is pushing people away from the profession.	It would be nice to not have meetings during planning. This is very hard to work around and we all know how vital our planning is.
96	5	My principal is very supportive of not just BT's but all teachers. I feel that he supports me and that I can go to him if I need anything.	N/A	N/A
97	3	She allows me to teacher the way I want to teach in my class.	Not just the principal but the administrative support does not back the teachers when they send a student out. I have had several students sent back to my class after being very disrespectful to me and other classmates. Have not take time to check on the new teachers and guide them along the new procedures.	Talk to the beginning teachers and encourage theme to come talk to the principal if they have questions!
98	2	She more or less just lets me teach. If something happens she comes to me instead of running behind my back.	Talks to all teachers as if we are kindergarten students. Extremely over worked. She puts all these projects on the teachers at one time. For example, we have 10 different "projects" for trying to track data while having 10 different projects for trying to tutor. Unfortunately the negatives far out weigh the positives.	-Actually support us and not talk down to us. -Not throw us into 100 different directions/ projects
99	5	My principal is very supportive. He is always there for support. I think the most supportive thing is having the feeling I can go to him about any school issues.	N/A	N/A
100	4	Allows me to incorporate my style of leadership and teaching style	Distractions from other classes in school	Principal does enough - no comment
101	NR	No response		
102	3	He approved my attendance at the conference	He doesn't do anything notable	Provide information on resources and support. Perhaps meet with teachers periodically to see if their needs are being met.

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
103	5	High School -- my principal is always available to assist me and supports my program and especially our students by attending events and by just being there whenever students need him.		
104	4	My principal provides excellent ideas to help improve student teacher relationships.	My principal is very supportive	N/A
105	3	Asks a lot of questions to see if we are getting what we need and checks up on many BTs unexpectedly	- Not knowing the curriculum or grade level expectations for the first half of the year. - Often saying things that can be taken wrong resulting in offended BT's	- Meet with us to discuss our needs - Be empathetic - Try to foster positive relationships
106	5	- Clearly articulates and outlines standards. - Supports progress of students and teachers through specific illustrations and mentor support - "I never mind going to the principal's office. She tells me what I didn't know. She helps me see "I can." Told to me by a behaviorally challenged student.	Not a single thing -- really! If I find a problem - even one I've helped to create -- I am 100% comfortable in dropping by or making an appointment. I know I'll walk out with esteem (& motivation to try again) in tact and with a solution in mind!	Keep doing what she is doing now - (but make sure she does it at the school in which I teach :- )
107	NR			With response to these questions, I have already been in contact with central office personnel. I do not feel the need for redundancy here. We are all striving for student success.
108	4	She make sure that I am not overwhelmed. She tries to make suggestions to assist me in areas that I need help in.	She doesn't praise me for the good things I do.	She needs to have more check points. Meaning weekly or monthly checks to see if new teachers are overwhelmed.
109	2	Sends emails and gives direct feedback on walk troughs	He is very impulsive and attaching instead of asking questions. Judges instead of investigating and seeking information about the situation.	Stay consistent. He changes his opinions and beliefs from teacher to teacher. He leads teachers in different directions and tell us different things.
110	NR		Sometimes the principal holds disciplinary issues above educational/ academic concerns.	

<u>ID</u>	<u>Rating</u>	<u>Most Supportive</u>	<u>Least Supportive</u>	<u>Suggestions to Improve BT Support</u>
111	NR		Assumes that I am not a beginning teacher due to my age	Provide time to observe great teachers.
112	5	Always checking on me and making sure I was equipped with everything I needed. Very Open!	Haven't come across anything yet.	More time to devote to beginning teachers. Principals are very busy and their time is very limited. They also need more time to keep their life and work balanced as well as teachers
113	5			
114	4	The principal always seems to be readily available when needed. They are willing to address any/ all issues.	At times the principal is less encouraging than helpful. At times the principal does not follow through with concerns.	Being more thorough when dealing with faculty and student issues. Principal seems to show favoritism amongst staff.